

Partnering with Schools, Building Instructional Capacity— Next Steps with the CLAVES™ Framework

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Promising practices...

Since the introduction of CLAVES™—Contextualized Learning, Access, Validation, Equity, and Success—in *Soleado* Fall 2017, initial trainings of the framework have been conducted at five different schools. Three of the schools, Río Grande High School, Ernie Pyle Middle School, and Harrison Middle School, all of Albuquerque, New Mexico, are partners in DLeNM's W.K. Kellogg grant. The CLAVES™ training was the beginning of two more years of support in building instructional capacity. The other two schools include La Casita Elementary School in Clovis, New Mexico, and West Leadership Academy, located near downtown Denver, Colorado.

The participants we met during the initial CLAVES™ training provided insight into instructional practices already in place and the challenges they face in meeting the needs of language learners without compromising content. The training allowed teachers to build their knowledge around the key words in CLAVES™: *Contextualized Learning, Access, Validation, Equity, and Success*. As collective knowledge grew around these concepts, a door opened for communication in each school about creating an environment of differentiated, inclusive, and validating instruction.

Following their training, ninth-grade teachers from Río Grande High School reached out to DLeNM staff for support in writing a SMART (Specific, Measurable, Achievable, Results-focused, Time-bound) goal and identifying next steps—while incorporating the CLAVES™ foundation of equity, access, and validation. After deep reflection and conversation about present practices, the resulting SMART goal is as follows:

Working with the 9th grade professional learning community (PLC) and Dual Language Education of New Mexico (DLeNM), we will explicitly plan for and implement classroom supports that “Focus on Language” to increase the frequency and opportunities for utilization of academic language in the classroom, resulting in the increase of students’ comfort levels utilizing academic language in written and oral communication and improvement of reading levels.



Río Grande High School teachers participate in a CLAVES™ training as part of their W.K. Kellogg partnership. Here, they identify current instructional practices aligned with the CLAVES™ pathways.

In working toward this goal, the team decided to collectively look at their lesson plans and allow colleagues and DLeNM staff, through the VISITAS™ process (*Viewing Interactive Sheltered Instruction, Teachers, and Students*—see *Soleado*, Winter 2016, www.soleado.dlenm.org), to question the supports and opportunities being provided to students for using academic

language. These teachers are driven by a sense of responsibility to their students, a desire for continued professional growth in instructional practices, and the development of a common language around the Eight Pathways of contextualized learning (see *Soleado*, Fall 2017, www.soleado.dlenm.org).

Ryan Homistek, principal at Ernie Pyle Middle School, noted the following after the CLAVES™ framework training:

The CLAVES™ training for leadership helped our team experience the process of building knowledge and communicating with the right stakeholders for a systemic approach to sustainability.

The staff training really supported all content areas in focusing on language for intentional instruction and validation of language for our students. All content area teachers were able to apply this information and practice planning for the Eight Pathways.

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¡Gracias a todos!

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These trainings support our current work in advancing the rigor of instruction in AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading), particularly collaboration for student practice and reflection of all four language domains.

As the CLAVES™ framework continues to evolve, we anticipate that each school will build on their school vision to initiate conversations about creating a culture of intentional planning around the Eight Pathways of CLAVES™. We know that the Eight Pathways, when coupled with the VISITAS™ process, will help teachers support students through contextualized learning environments to empower students' voices and honor the language and cultural assets that they bring to schools. Collectively, we can showcase the knowledge, skills, and mindsets necessary to transform their school culture as they cultivate deeper paths to learning. Most importantly, CLAVES™ provides participants the opportunity to learn together as professionals to create a differentiated, inclusive, and respectful learning environment for all students.

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